



How the Arts Advance Student Learning

October 2017



THE OREGON COMMUNITY FOUNDATION

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effective philanthropy.

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This report was developed by the research department at The Oregon Community Foundation as part of the evaluation of the Studio to School Initiative. The Initiative evaluation is assessing the effectiveness of the Initiative in meeting its goals to expand arts education opportunities for youth through the development of high-quality, sustainable, equitable arts education programming. To do this, the research department is collecting data about the work of the 18 Studio to School projects that are funded through the Initiative as well as providing information to support development of arts education programming, such as this report. We are grateful to many people, including Deb Vaughn and Marna Stalcup, the Studio to School evaluation advisory group members, and OCF staff who supported the development of this report.

For more information about the Studio to School Initiative, contact Michelle Boss Barba at mbossbarba@oregoncf.org. For more information about the evaluation of the Studio to School Initiative, contact Kim Leonard at kleonard@oregoncf.org.



Dear Reader,

All students deserve a well-rounded education that not only equips them to survive, but gives them tools to thrive. The arts are an integral part of a well-rounded education and offer opportunities to express thoughts and feelings, connect people and subject matters, and uplift individuals and communities. As you will see in this report, numerous studies exist that clearly show the impact the arts have on students in school, yet it seems like there are more stories of disparity in access to high-quality arts education than there are success stories to share.

Concerned with the lack of equitable access to high-quality arts education, The Oregon Community Foundation launched a five-year initiative in 2014 to learn what it takes to design, implement and sustain programming, especially for underserved youth. This initiative, called Studio to School, brings together public schools and community organizations from 18 project sites to learn and create together. More specifically, Studio to School aims to:

- Develop greater appreciation for and understanding of the value of high-quality arts education in grantee communities
- Increase acquisition of arts skills, arts knowledge and appreciation for the arts among students who participate in grantee projects
- Identify principles for the delivery of high-quality, sustainable community-supported arts education programs that can be used broadly across the state

This report on the benefits of arts education is one product of our learning process. We hope that it helps inform programming decisions, but more important, we hope that it is useful in crafting the stories we all need to share as we advocate for high-quality arts programming and a well-rounded education for all Oregon youth.

Handwritten signature of Michelle Boss Barba.

Michelle Boss Barba
Program Officer for Arts and Culture
The Oregon Community Foundation



Portland Children's Museum/Woodlawn



Lane Arts Council/Oaklea

How the Arts Advance Student Learning

The existing research on the benefits of arts education is wide-ranging, reflecting the diverse arts education opportunities available. While the research identifies many positive benefits of students' participation in arts education, those benefits vary based on the arts discipline, the approach and the implementation context:

- Sequential arts education and arts integration are associated with greater motivation, engagement, and self-esteem.
- Arts participation is correlated with the development of social competencies.
- Arts education is related to habits of mind that contribute to academic success.
- More sequential arts education is associated with higher academic achievement.
- Students who participate in arts integration have higher reading and math scores.
- Arts education can help close the achievement gap.
- Music education supports the development of skills that support learning and ultimately academic achievement.

- Drama education is associated with improved reading comprehension, skills in writing and math, and verbal test scores.
- Visual arts education, and particularly associated thinking strategies, can benefit students in other subjects, such as science.
- Dance education can have a positive impact on students both academically and with regard to social emotional learning.
- Arts education fosters teacher innovation and collaboration, positively impacting school culture.
- Arts education efforts can also improve community engagement more broadly.

This report provides a summary of the available literature about the benefits of arts education for students' social emotional and academic success. However, it is also important to note that the arts are valuable in their own right. Arts education can help students gain a sense of mastery and accomplishment and engage with their communities. The skills and appreciation for the arts that are developed through arts education can stay with students throughout their lives, fostering the development of the next generation of well-rounded community members.



Coos Art Museum/Sunset



Ethos/Elkton

INTRODUCTION

When the National Endowment for the Arts released its report *Understanding How the Arts Contribute to Excellent Education* in 1991, authors Charles Fowler and Bernard McMullan highlighted the important roles that the arts can play by:

- Fostering the development of students who are actively engaged in learning
- Contributing to the development of a creative, committed and exciting school culture of teachers, students and parents
- Generating a dynamic, coordinated and cohesive curriculum
- Building bridges to the larger community, to the broader culture and to other institutions;
- Humanizing the learning environment
- Contributing to improved academic performance

There is a wide body of research on the benefits of arts education, large enough to inform a summary of trends, even while much of the research is disparate in its focus. Many studies, for instance, focus on the impact of one type of arts instruction in one particular context. The purpose of this report is to summarize and highlight the main findings across and within arts disciplines for use by educators, arts organizations, and arts advocates and policymakers.

The report begins by defining types of arts education, focusing specifically on sequential arts instruction and arts integration. It then discusses the impact of arts education on students, including their social emotional learning and academic outcomes, including those outcomes associated with particular arts disciplines. The final section of this report focuses on benefits for teachers as well as for the school and larger community.

SEQUENTIAL ARTS INSTRUCTION

Ongoing instruction in an arts discipline (such as visual arts classes or music instruction)



The Shedd/Agnes Stewart

ARTS INTEGRATION

Teaching the arts within other subject areas (such as language arts or science) to enhance learning in both the arts and non-arts subjects



RACC/Evergreen, Eastwood and Quatama

ARTS EXPOSURE

One-time arts experiences such as an assembly or field trip



Sisters

APPROACHES TO ARTS EDUCATION

Most arts education can be categorized into one of three approaches: sequential arts instruction, arts integration and arts exposure. **Sequential arts education** consists of arts education on its own, separate from other subjects. Music, drama, dance, visual arts and media arts taught as stand-alone subjects are good examples of sequential arts education. **Arts integration** is an approach in which students demonstrate understanding of a subject through an art form; the creative process connects an art form with another subject area (Silverstein & Layne, 2010). Students analyzing a book they read while improving acting and improvisation skills is an example of an arts integration approach. **Arts exposure** refers to a one-time arts experience such as an assembly or a field trip to see a musical group perform.

Sequential Arts Education: In her 2008 book, *Why Our Schools Need the Arts*, psychologist Jessica Hoffman Davis argues passionately for the benefits of sequential arts education. To the degree that the benefits of sequential education can be measured, Davis writes, it must be done on its own terms. Davis writes about what she calls "the perils of integration," that is, using art to teach something else (reading, math, etc.).

Hetland and Winner (2007) also focus on the inherent value of sequential arts education, and have identified eight areas of growth and learning, or studio habits of mind, fostered by the arts.

1. Develop and craft: learning to use and care for tools and materials
2. Engage and persist: learning to focus, persevere and work through problems
3. Envision: learning to make mental pictures and to envision next steps
4. Express: learning how to convey ideas and feelings
5. Observe: learning to pay attention to context
6. Reflect: learning to think, talk and judge one's own and others' work and process
7. Stretch and explore: learning to challenge oneself and embrace opportunity and mistakes
8. Understand the arts community: learning to interact as an artist with other artists within the classroom and beyond

In an era in which arts education often has to justify itself through impacts in other areas, some, like Davis, urge us to appreciate its inherent benefits:

The arts need to be front and center in education – taught in their own right to enable students to experience the range and nuance of meaning making across artistic disciplines. This is an essential priority even as we realize that arts learning may enrich and expand students' experience, growth, and productivity across the curricula (Davis, 2008, p.3).

Arts Integration: Many educators praise arts integration because it incorporates art into other subjects and is an effective way to engage students in applied learning. This melding of arts disciplines such as drama with subjects such as reading creates the opportunity to bring the latter alive while teaching skills in the former. Crawford (2004) offers six reasons to employ arts integration.

1. The arts make content more accessible.
2. The arts encourage joyful, active learning.
3. The arts help students make and express personal connections to content.
4. The arts help students understand and express abstract concepts.
5. The arts stimulate higher-level thinking.
6. The arts build community and help children develop collaborative work skills.

Of course, arts education need not be a choice between sequential arts instruction and arts integration; both approaches add value and depth to student experiences. While the vision of the arts as inherently valuable in their own right that Davis puts forward is likely to resonate with arts educators, those educators will also likely know that it is rarely enough to convince school administrators and others tasked with determining the place of arts education in the larger curriculum. Therefore, being able to demonstrate benefits of arts education in other domains is of the utmost importance. Fortunately, many researchers have sought to do just this.



Open Signal/Open School



Hood River

Arts Exposure: Students also benefit from one-time experiences with the arts, such as through trips to museums or attending theater or musical performances. Recent studies have found that these experiences can positively impact students' knowledge of the arts, critical thinking abilities and interest in further engagement in the arts (Bowen, et al., 2014; Kisida, et al., 2014). However, studies like these are few and far between.

While arts exposure is widely recognized as a valuable tool, especially to enhance sequential arts instruction and arts integration, this report focuses on sequential arts instruction and arts integration, given that there is a great deal more research about these two approaches.



Open Signal/Open School

THE BENEFITS OF ARTS EDUCATION FOR STUDENTS

There is a growing body of research about the benefits of arts education for students. One of the major challenges to understanding the benefits of arts education is that arts education is not one single thing. Arts education incorporates a wide range of implementation approaches, as discussed above, as well as disciplines, including visual, music, dance, drama and media arts.

Given the complexity of defining arts education, it is not surprising that its benefits cannot be stated simply. The connections between arts education and specific outcomes are often difficult to confirm. Several meta-analyses — analyses that examine a wide range of studies to look for overall trends, as opposed to studies of a single program — have looked at the impact of arts education and come to a simple, if less than entirely satisfying, conclusion: the results are mixed. Richard Deasy's 2002 meta-analysis of over 50 studies in a range of arts disciplines identified significant links between the arts and cognitive capacity, yet the results were often mixed. Lois Hetland and Ellen Winner (2004) looked at the relationship between various types of arts education and cognitive outcomes. While there were "generalizable, causal relationships" between classroom drama and verbal achievement, and music learning and spatial reasoning, other types of arts instruction did not demonstrate such clear connections (e.g., visual arts and reading). Often, the impacts of arts education are specific to particular disciplines, implementation models or contexts in which they are implemented. The rest of this report summarizes what is known about the benefits to students, including social emotional benefits, academic benefits and discipline-specific benefits.



Three Rivers



RACC/Evergreen, Eastwood and Quatama

A discussion of the benefits of arts education is not complete without recognizing the importance of arts educators. Certified arts educators, certified non-arts teachers, and community-based artists and arts organizations all contribute to students' arts learning.

Social Emotional Learning Benefits of Arts Education

Several studies have identified positive benefits related to social emotional learning for students participating in the arts. "Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions" (CASEL).

Sequential arts education and arts integration are associated with greater motivation, engagement and self-esteem. A study by Andrew Martin and colleagues (2013) found that Australian youth who participated in sequential arts education had higher levels of motivation and engagement as well as self-esteem, life satisfaction and meaning in their lives. A 2006 report by Sandra Ruppert for the National Assembly of State Arts Agencies found similar results, with motivation and social skills the main benefits of participation in arts education. Similarly, Robin Rooney's 2004 review of the research highlighted increased communication and self-esteem among other benefits of arts education. Further, Shirley Brice Heath (1999) found that at-risk students participating in after-school arts programs reported higher feelings of self-worth than other students. Luftig (2000) found that students in arts integration schools, compared with students in non-arts integration schools, had higher levels of social self-esteem (how comfortable students feel with peer relationships) and parental self-esteem (how much they think their parents love them) but not of overall self-esteem or academic self-esteem.

Arts participation is correlated with the development of social competencies. Researchers have also investigated benefits related to social competencies. Mary Ann Hunter's 2005 report on the state of education and the arts found correlations between arts participation and the development of relationships of trust, feelings of belonging and empathy. Ingram and Meath (2007) also found increased empathy among students in arts integration schools. Further, Linda Caldwell and Peter Witt (2011) found that students involved in arts education saw themselves as part of a larger local community and felt like they contributed to that community.



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Siletz Bay/Lincoln City Schools

Academic Benefits of Arts Education

Researchers studying the academic benefits of arts education have explored the relationships between arts education and standardized tests (such as reading and math assessments or SAT tests), high school GPA, high school completion, and higher education attainment.

Arts education is related to habits of mind that contribute to academic success. Ingram and Meath (2007) found that students in arts integration schools increased their abilities in perseverance, patience and risk taking. Luftig (2000) found that children at schools with school-wide arts integration showed more creativity and originality than children in comparable schools without arts integration. These capacities are important to success in any academic discipline. Similarly, Burton, Horowitz and Abeles (1999), found that students in "high arts" groups (those taking multiple sequential arts disciplines over multiple years) perform better on "measures of creativity, fluency, originality, elaboration and resistance to closure — capacities central to arts learning," (p. 36).

More sequential arts education is associated with higher academic achievement. Researchers have studied the relationship between academic outcomes and arts education more generally, often measured by the number of sequential arts courses in which students are enrolled. Sandra Ruppert's 2006 report examined correlations between the number of arts classes students take and their SAT scores. She found that the two increased in tandem: the more arts classes students take, the higher their SAT scores tend to be (Ruppert, 2006). This finding is echoed by other researchers, who have shown that students who take more arts classes have higher SAT scores, standardized test scores and GPAs than students who take fewer arts classes (Catterall et al., 2012; Minton, 2002).

James Catterall, a UCLA professor of education, was one of the world's foremost experts on the long-term impacts of arts education on academic outcomes. His 2009 book, *Doing Well and Doing Good by Doing Art: The Effects of Education in the Visual and Performing Arts on the Achievements and Values of Young Adults*, used the National Education Longitudinal Survey to look at the educational trajectories of 26-year-olds who had experienced high levels of arts involvement (defined as taking multiple arts classes) while in high school. Across the board, students with higher levels of arts involvement experienced better outcomes, including entering and completing higher education, than did those with lower levels of arts involvement.

Students who participate in arts integration have higher reading and math scores. Several researchers have found a relationship between arts integration and achievement test scores. Luftig (2000) found that students at arts integration schools outperform students at non-arts integration schools on reading and math assessments. Ingram and Meath (2007) found that arts integration was correlated with reading achievement: Teachers who reported more arts integration had students with greater increases in reading scores. In addition, Smithrim and Upitis (2005) found that arts integration was related to math achievement: Three years of arts integration had a positive effect on math scores.

Arts education can help close the achievement gap. Research indicates that engaging in sequential arts education and/or arts integration can help close the achievement gap — the difference in academic achievement between students of color or low-income students and white or higher-income students.

Students from higher socioeconomic backgrounds tend to have access to more arts education opportunities and also tend to have higher test scores and high school completion, so establishing a relationship between arts participation and academic outcomes alone does not indicate the unique value added by arts education, particularly for low-income students. Therefore, in a later report, "The Arts and Achievement in At-Risk Youth," Catterral et al. (2012) examined four longitudinal studies to see the impact of arts engagement specifically in low-income students. Low-income students with high levels of arts engagement had higher GPAs, graduated from high school at higher rates and expressed a greater desire to attend college than did those with lower rates of arts engagement.

Other researchers have investigated the academic benefits of arts integration specifically for low-income and other at-risk groups of students. The President's Committee on the Arts & Humanities evaluation conducted by Sara Ray Stoelinga and colleagues in 2015 examined changes in math and reading proficiency at eight Turnaround Arts Initiative schools (part of the U.S. Department of Education's State Incentive Grants targeted at the bottom-performing 5 percent of schools in each state). Turnaround Arts schools, which implemented integrated arts education as part of its school improvement strategy, showed greater



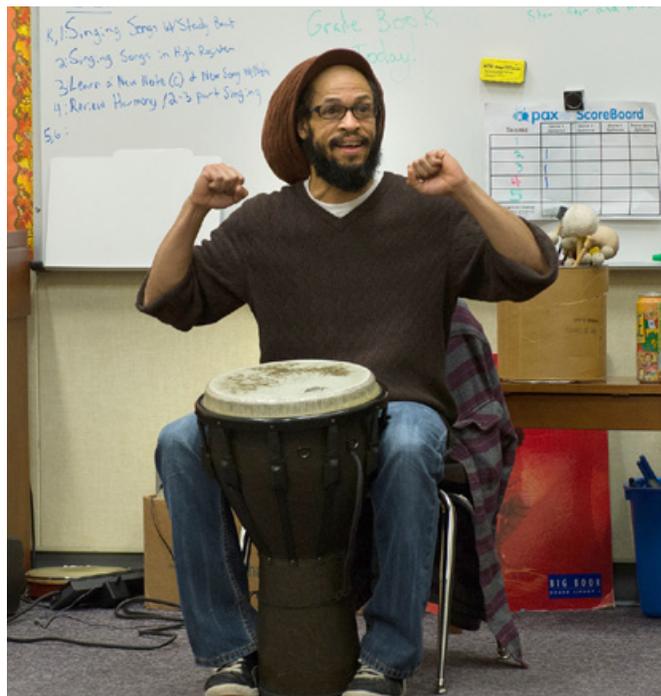
Portland Children's Museum/Woodlawn



RACC/Evergreen, Eastwood and Quatama



Lane Arts Council/Oaklea



RACC/Evergreen, Eastwood and Quatama

improvements in both math and reading proficiency compared to similar State Incentive Grant schools, and even showed greater improvements than district-wide averages (Stoelinga, et al., 2015).

Low-income students at Minnesota schools participating in the Arts for Academic Achievement program saw higher gains in reading scores than did other students (Ingram & Riedel, 2003). Whitesitt and colleagues (2007) found that out of three schools participating in the Kennedy Center's Changing Education through the Arts program, the greatest improvement in test scores occurred at the school with the lowest baseline percent of students meeting proficiency levels. Further, Barry (2010) found that despite serving more economically disadvantaged students than other schools, schools using arts integration had test scores on par with or higher than overall state averages.

Arts education also may be particularly beneficial to English Language Learners (ELLs). ELL test score results for students at schools participating in the Right Brain Initiative (an arts integration initiative) in Portland, Oregon indicate that while reading and math test scores improved at these schools, ELL scores improved even more (Right Brain Initiative, 2014).

Benefits of Specific Arts Disciplines

Music education supports the development of skills that support learning and ultimately academic achievement. Music is one of the most common types of arts education provided in schools. From elementary school classes with recorders to high school bands and orchestras, many schools have music education programs. Most studies on the benefits of music have focused on sequential music education as opposed to music used in arts integration. Based on a review of an extensive body of research identifying high-quality, evidence-based studies documenting student learning outcomes associated with music education, the Arts Education Partnership (AEP, 2011) has found that music education benefits students in several areas, including habits of mind and academic achievement.

Several studies in particular have identified benefits of music education related to preparing students to learn. Music education enhances fine motor skills (Hyde, 2009), fosters superior working memory (Helmrich, 2010) and fosters abstract reasoning (Rauscher & Zupan, 2000). Music education is also related to increased perseverance, attention, creativity and self-esteem (Chesky & Hipple, 1997; Lichtenburg, et.al., 2008; Neville et al., 2008; Scott, 1992).



Sisters

Music education is also related to academic benefits: Students who study music outperform their peers on reading and math assessments and SAT scores (College Board, 2010; Helmrich, 2010; Baker, 2011; Vaughn & Weiner, 2000). Some studies have found the benefits to be temporal; that is, the positive outcomes are apparent immediately following the music instruction and fade over time. The most lasting benefits tend to accrue the younger children start and the longer they continue — sustained music education of two years or more is associated with the largest benefits (Rauscher, 2003).

Drama education is associated with improved reading comprehension, skill in writing, and math and verbal test scores. Much of the research about drama education is focused on relationships between drama used in arts integration and academic outcomes. In particular, researchers have found a connection between arts integration using drama and several outcomes related to reading comprehension. A meta-analysis of research on what researchers Bridget Lee and colleagues (2015) call "drama-based pedagogy" suggests that it has a positive impact on students, particularly when it was led by a classroom teacher (rather than a teaching artist), included multiple lessons and was integrated into language arts or science classes.



Lane Arts Council/Oaklea

More specifically, several researchers found that acting out stories helps students more deeply understand those stories, as outlined in a meta-analysis by Lois Hetland and Ellen Winner (2004). Ann Podlozny's (2000) meta-analysis found that students engaged in drama in the classroom had higher levels of verbal achievement. Blaine Moore and Helen Caldwell (2002) found that when second- and third-graders used poetry, games, movement and improvisation to act out their story ideas, their writing performance improved. Walker, Tablone & Welseck (2011) also found that students participating in drama used in arts integration performed better on language arts assessments than did similar students not receiving that instruction. In addition, these students had lower absentee rates than did similar students.

Positive outcomes are not limited to drama used in arts integration. For example, Jensen (2001) found that SAT scores were markedly higher for students in sequential drama education: "Those in drama study [were] 44 points higher, and those with acting or production experience were a whopping 53 points higher than non-dramatic arts students on the averaged math and verbal scores" (p. 76).

Visual arts education, and particularly associated thinking strategies, can benefit students in other subjects. Guy Trainin and colleagues (2006) have argued that using the visual arts as a tool to generate ideas improved the quality of students' writing. In a study



Portland Children's Museum/Woodlawn



Three Rivers



Three Rivers

of nearly 400 students in second through fifth grade, a visual-arts-based writing process called Picturing Writing had students create and then use a painting as a prewriting tool. The researchers found that students made concrete cognitive connections between image and text, which facilitated their writing process, and also encouraged larger vocabulary in their final products. Even more encouraging, this improvement transferred to other contexts. Shari Tishman and colleagues (2002) found similar transference of skills gained in sequential visual arts instruction to other contexts. They observed 9- and 10-year-old students closely observing and making inferences about works of visual art and then transferring these skills to draw inferences about images presented in the context of science learning.

The Visual Thinking Strategies is another curriculum and teaching method that uses visual art to support students' capacities of observation, thinking, listening and communicating (DeSantis, 2011). Participating students gained skills at making observations backed by evidence, making connections and accepting multi-

ple viewpoints, and these skills translated to their writing practice as well. Similarly, Heath and Wolf (2005) found that children engaged in visual arts education for an academic year developed language skills including perception, analogical reasoning and understanding metaphors.

Dance education can also have a positive impact on students both academically and with regard to social emotional learning. Researcher Sandra Minton (2002) found that high school students who study dance scored higher than did non-dancers on standardized math tests and on measures of creativity, especially in categories of fluency, originality and abstract thinking skills. Dance can impact social and emotional skills as well. Janice Ross (2002) studied juvenile offenders and other disenfranchised youth who participated in jazz and hip-hop dance classes twice a week for 10 weeks. These youths reported significant gains in confidence, tolerance and persistence as a result of their participation in dance.

Impacts Beyond Students

Most discussion of the impacts of arts education focuses on students, but the impacts can extend to teachers and the broader school culture.

Arts education fosters teacher innovation and collaboration, positively impacting school culture.

An arts integration initiative called the Chicago Arts Partnerships Education (CAPE) program not only saw improvements in test scores for students, but also fostered teacher innovation and a positive professional culture, according to James Catterall and Lynn Waldorf (2002). Another arts integration program, the A+ Schools Program in North Carolina, led to increased teacher collaboration and fostered positive school identity (Nelson, 2002). Similarly, Burton and colleagues (1999) describe teachers at arts-rich schools (schools with multiple arts offerings, whether sequential or integrated) taking more interest in their work and collaborating more with others. An Arts Education Partnership study (Stevenson & Deasy, 2005) featuring 10 case study schools that had both sequential arts education and arts integration found that arts changed the school environment in a variety of ways. Benefits for teachers included increased satisfaction; a reduction in turnover; and an ability to learn more about, and therefore more effectively teach, their students.

Arts education efforts can also improve community engagement more broadly.

The impact of programs like CAPE and A+ Schools is also felt outside of the school themselves. Both programs led to greater community engagement. Families were eager to see the work produced by their students and became more connected to the schools. Arts education programs can also foster greater connections by partnering with local artists and arts organizations, bringing together students, teachers, school administrators, families and community members around the arts (Stevenson & Deasy, 2005).

Summary of the benefits of arts education

BENEFITS	SEQUENTIAL ARTS EDUCATION	ARTS INTEGRATION
SOCIAL EMOTIONAL LEARNING	Self-esteem, creativity, empathy, engagement, trust, belonging	Self-esteem, creativity, empathy, perseverance, risk-taking, patience
ACADEMIC	Higher reading and math assessment scores, GPA, SAT scores, higher education attainment	Higher reading and math assessment scores, English language learner assessment scores
DISCIPLINE-SPECIFIC	<u>MUSIC</u> : reasoning, self-esteem, memory, motor skills, perseverance, SAT scores, reading and math assessment scores <u>VISUAL</u> : observation, inference ability, communication skills, writing skills <u>DANCE</u> : creativity, confidence, tolerance, perseverance, math assessment scores	<u>THEATRE</u> : verbal achievement, writing, reading comprehension, reading assessment scores, reduced absenteeism
BEYOND STUDENTS	Teacher collaboration, teacher engagement, community and parent engagement	Teacher collaboration, teacher innovation, teacher satisfaction, reduced teacher turnover, positive school identity, community and parent engagement



Portland Children's Museum/Woodlawn



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Sisters

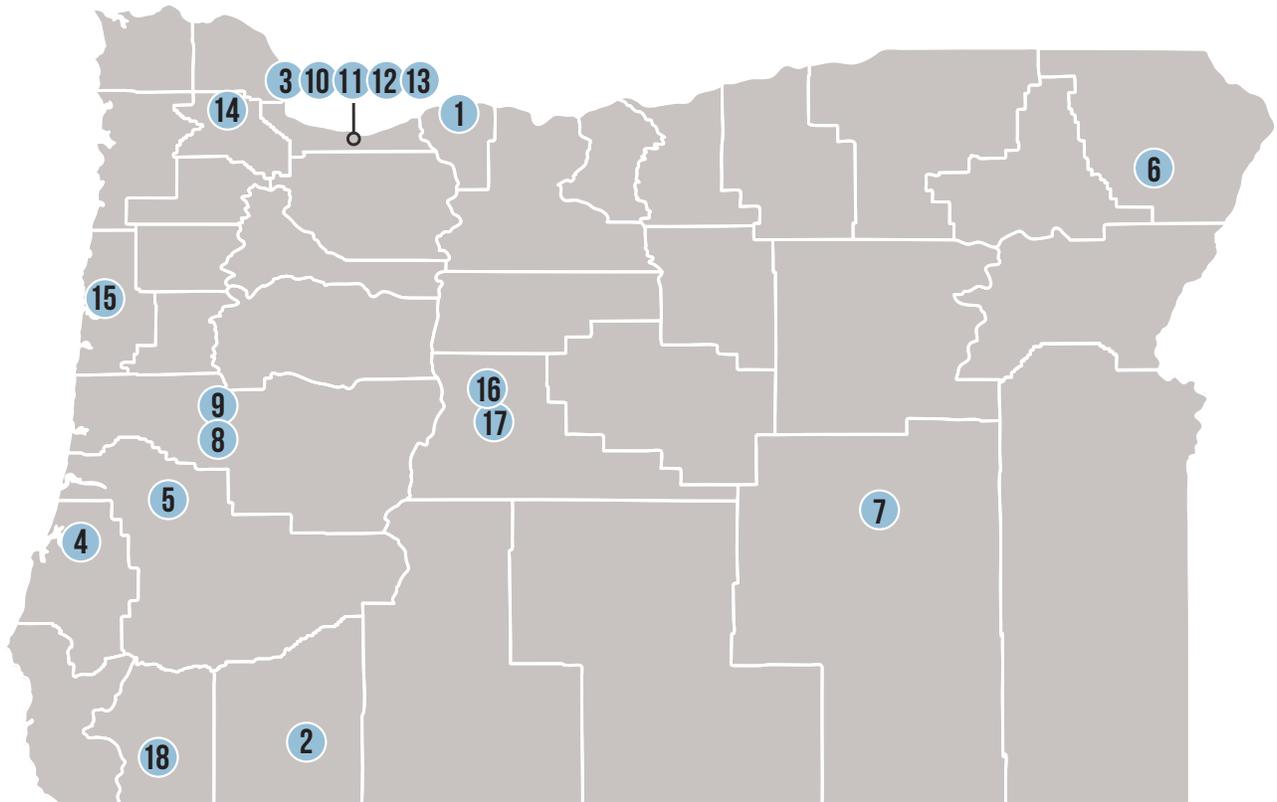
About the Studio to School Initiative

The Oregon Community Foundation launched the five-year Studio to School Initiative in 2014. The goals of Studio to School are to:

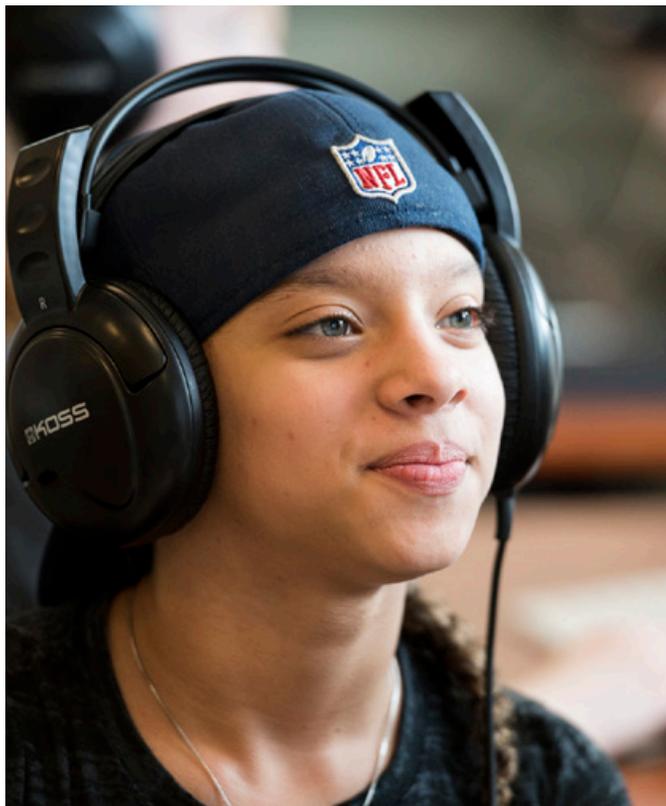
- Develop a greater appreciation for and understanding of the value of high-quality arts education in grantee communities
- Increase acquisition of arts skills, arts knowledge, and appreciation for the arts among students who participate in grantee projects
- Identify principles for the delivery of high-quality sustainable community-supported arts education programs that can be used broadly across the state.

Through the Studio to School Initiative, OCF will award a total of approximately \$6 million over five years, to support 18 projects in their pursuit of high quality equitable and sustainable arts education programming. Each project is a partnership between nonprofit arts organizations and schools or school districts.

The Studio to School projects are located throughout Oregon



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| <ol style="list-style-type: none"> 1. Arts in Education of the Gorge/Hood River Middle School 2. Ashland Arts Center/Ashland Middle School 3. Caldera/Peninsula School 4. Coos Art Museum/Sunset Middle School 5. Ethos, Inc./Elkton Charter School 6. Fishtrap, Inc./Joseph Charter School 7. Harney County ESD/Harney County Arts in Education Foundation 8. John G. Shedd Institute for the Arts/Agnes Stewart Middle School 9. Lane Arts Council/Oaklea Middle School 10. Open Signal/Open School 11. Oregon Symphony Association/Gilbert Heights Elementary and Alice Ott Middle School | <ol style="list-style-type: none"> 12. Pacific Crest Sinfonietta/King School (first three years only) 13. Portland Children's Museum/Woodlawn School 14. Regional Arts and Culture Council (RACC)/Evergreen Middle School and Eastwood and Quatama Elementary Schools 15. Siletz Bay Music Festival/Oceanlake and Taft Elementary Schools and Taft High School (7-12) 16. Sisters Folk Festival/Sisters Elementary and Middle Schools 17. Sunriver Music Festival/La Pine Middle School 18. Three Rivers School District/Illinois River Valley Community Development Organization and RiverStars Performing Arts |
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Hood River

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